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A project will recruit 40 educationally and financially disadvantaged young Negro men, many of them veterans, to prepare them for secondary school English teaching in city schools. Students will be granted probationary college admission and enrolled in special seminars to overcome deficiencies in language and study skills: operating initially on a full-time basis, the seminars will phase out gradually over the first two years. Students will also receive individual counseling by staff members and tutoring by seniors in the present undergraduate teacher training program. During the first two or three years (the length of time depending on the individual progress of each student), candidates will pursue a pre-education pattern and then as they become juniors will enter the professional teacher training program which is currently under revision to make it more consistent with the demands of today's urban schools. Students will live at home and will receive a stipend of $2,000 per year so that they may devote their energies full time to academic and cultural pursuits. [Not available in hard copy due to marginal legibility of original document.] (JS)

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BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

WASHINGTON, D.C. 20202

TITLE OF PROPOSAL ✓Project BET

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROJECT DIRECTORS NAME Samuel B. Stone

INSTITUTION NAME Wayne State University

Abstract

Type of Grant: Operating

Duration of Project: 5 years

Funds for Initial Year: $210,031

Educational Needs:

Alleviation of the acute absence of Negro men in the teaching of English

Increasing the limited supply of teachers whose backgrounds and training make them especially suitable for teaching in city schools that are presently struggling with shifting populations, outmoded curricula, racial tensions, student unrest, and new sources of community pressure.

Removal of obstacles that prevent capable but disadvantaged persons from entering the teaching profession

Specific Objectives:

To recruit 40 disadvantaged men between the ages of 17 and 26 and prepare them for secondary school English teaching.

To effectively overcome financial handicaps and deficiences in language skills that prevent many capable Negroes from entering college

To provide a model that can be used by other colleges and universities in recruiting teachers from among the disadvantaged

Participating Agencies:

Detroit Public and Parochial Schools
Higher Education Opportunities Committee
Veterans Administration
Detroit Urban League

SP003081

Michigan Employment Security Commission
Detroit Police Youth Bureau
Michigan Aid to Dependent Children and Unemployed
YMCA

Other Financial Support

The Ludington News Company of Detroit will provide an extensive library of appropriate reading materials.

Project Description

Forty educationally and financially disadvantaged Negro men, many of whom may be veterans, will be selected and enrolled in special seminars at the university to overcome deficiencies in language and study skills. These seminars will operate on a full-time basis initially, and then phase out gradually over the first two years. In addition, the students will be given individual counseling by staff members and tutoring by seniors in the present undergraduate teacher training program. Special arrangements will be made for probationary university admission for these students, who will be enrolled for degrees in the College of Education, selecting Bachelor of Arts or Bachelor of Science programs, according to their special interests.

Every attempt will be made to deal with these 40 men on an individual basis so that while some may require direct supportive instruction and counseling over a prolonged period of time, others will be gradually phased into relatively full university programs supplemented by occasional counseling and tutoring, and still others placed on their own with only informal friendly contacts maintained with staff. During the first two to three years, the candidates will pursue a pre-education pattern. As they become juniors, they will enter the professional teacher training program, which is currently under revision to make it more consistent with the demands of today's urban schools. Upon completion of this program, they will reveive the Michigan Provisional Secondary Teaching Certificate.

All students will live at home and will receive a stipend of $2000 per year for the duration of the project so that they may devote their energies full-time to academic and cultural pursuits.

PROPOSAL

NEEDS

Of the approximately 200 persons currently enrolled here in the undergraduate training program for English teachers, 3 are Negro men. The great majority are White Women. The Detroit Public Schools employ 735 teachers of secondary English; of these , there are 17 Negro men teaching at the senior high level and approximately 60 teaching junior high. White suburban communities surrounding Detroit employ virtually no Negro men as teachers of English, and school systems seeking to integrate their staffs find it virtually impossible because the supply of Negro men who teach English is so critically limited.

Underlying this proposal is the philosophy that a university education remains an unrealistically remote possibility for many intelligent Negro youngsters. That remoteness stems largely from the fact that too often conventional modes of measuring intelligence are ill equipped to measure the Negro youngster's ability to perform. To accept such measurements as accurate indications of individual ability is to leave untapped the reservoir of human potential existing in America's black ghettoes.

Federally funded manpower programs have already begun to indicate in private industry that consignment of Negroes to relatively menial employment is largely a tacit adherence to a traditional status quo. One of the chief obstacles to Negro advancement in industry was found to be the promotional examination. These examinations remained obstacles even when individuals had actually performed satisfactorily at the job classification for which the

examination was designed. The examinations had become institutions whose requirements had to be satisfied before the individual could advance.

Promotional examinations possess many characteristics similar to standardized achievement and ability tests given to Negro high school students. A preponderance of low achievement scores in a Negro student body can become a rationale for relative complacency towards Negro students as possible university students. Like the promotional exam, it tends to dismiss ability if that ability is unmeasurable through present conventional instruments. As a result, Negro youngsters are counseled away from "unrealistic" contemplations of college to more practical careers in the "world of work."

In fact, a college education is unrealistic for many of these youngsters--not because of a basic lack of intelligence, but because that intelligence is frequently unmeasurable on standardized tests. Inherent in the thrust of this project, then, is giving expression to the Negro youngster's intelligence.
Therefore, a fundamental aspect of this effort will be to raise these youngsters' reading and writing skills to a level commensurate with their intelligence.

Nowhere is the reading and writing gap more evident than in the English classroom. Teacher trainees assigned to Negro high schools are often startled to find that youngsters whose oral communication is excellent are practically incapacitated when faced with committing their ideas to paper. This inability closes the

door to higher education for far too many Negroes. Oral skills alone will not fill the requirements for success in higher education, and if these students are to become the kinds of teachers that must be produced for today's schools, they must be given whatever help is necessary to develop all their language skills.

To develop the potential of these at once intelligent and handicapped individuals is a necessity that can no longer be ignored. Teaching generally is suffering from critical personnel shortages. These shortages are even more acute in urban high schools with predominantly Negro enrollments. Demonstrating with forty products of these very schools that inadequacies in reading and writing need not be considered insurmountable obstacles to a university education will do much to develop incentive for teachers and students in such schools.

In a larger sense, the experimental nature of this project will attempt to identify specific conditions which either hinder or assist students in mastering language skills. The project will possess a flexibility often absent in conventional classroom situations. This flexibility will allow the program to be more responsive to students' needs. As a result, important innovatinns in methodology may be gained for general use in Wayne State University's teacher training program. Finally, changes in teacher behavior should bring improvement in schools as well.

OBJECTIVES

40 disadvantaged Negro men will be recruited and trained to become secondary school English teachers. The project will offset financial handicaps by paying each of these students a stipend of $2000 per year and enrolling them in special seminars at the university to develop whatever skills they may lack. The experiences of these students as members of a disadvantaged population should especially prepare them to understand many of the educational problems of disadvantaged school pupils; however, these students will be free to teach wherever they choose, once they have completed their training, and it will be the aim of this project to prepare them to teach effectively in any school in the urban setting. It is hoped that this project will produce a new breed of English teacher who will be as effective with average and below students as with excellerated students, who will be enlightened and constructive in approaching racial controversy, shifting school populations, increased school enrollments, integrated student bodies, and the myriad other problems he will encounter in the modern city school.

ORGANIZATION, CONTENT AND SCHEDULE

General Operation

The first stage of the project will begin in October, 1968 or as soon thereafter as funds are available. The entire administrative and instructional staff will be hired immediately to begin the selection process. An early job will be the assembly of appropriate materials for teaching reading and literary skills; staff will also develop most of the materials for instruction in oral language and written composition. In designing materials for oral and written language development, staff will use tape recorders, drawing heavily upon their impressive professional experience. Staff members will also

be engaged in making personal contact with teachers, counselors, and guidance personnel who are in a position to refer possible candidates for the program. All persons making referrals will have to be fully acquainted with the nature and objectives of the program. Personal contacts are a key feature of this total operation. Selection of the 40 candidates will be carried out in a three stage process with a target date of March 1, 1969 for completion.

The first stage will begin with disseminating brochures and applications through the following agencies:

Detroit Public Schools

Detroit Parochial Schools

Higher Education Opportunities Committee

Upward Bound

Veterans Administration

Detroit Urban League

Detroit Youth Bureau

Michigan Employment Security Commission

YMCA

Michigan Aid to Dependent Children and Unemployed

Local Churches

The members of the project staff will make frequent personal contacts with key people in all of these agencies to ensure close cooperation on referrals and applications. Staff members will also talk with teachers and high school seniors in order to locate promising participants; because conformity is too frequently valued and real creative and dynamic ability overlooked, the staff will exploit its knowledge of "who's who" in the school system, seeking out teachers known to be unawed by pupil nonconformity. In short, heavy reliance will be placed on the most solid "old pro's" in the area.

It is essential that as broad a base as possible be established for the identification of potential candidates for the project, and the project staff would not be able to carry out this function on its own. The above agencies all engage to some extent in direct counseling or instruction of young people residing in the inner-city and thus have staff members whose personal relations with potential candidates will be invaluable in the initial identification process.

The federally sponsored Higher Education Opportunities Committee and Upward Bound programs will be of special assistance to us in this stage of the project. For example, HEOC, working in close conjunction with Upward Bound and Developmental Career Guidance Project has blazed a trail in recruiting disadvantaged persons for enrollment in college. At present they have approximately 4000 referrals on file from the Detroit area and are actively serving 330 students enrolled at Wayne State University and Highland Park Junior College. HEOC counselors see the proposed program as a welcome trend toward involving specific departments within the university more directly in meeting the educational needs of the inner-city community. They have assured us of their full cooperation in the identification and referral of potential teachers.

The second phase of selection will consist of structured interviews for the most promising applicants. The interviews will be designed by Dr. George Barahal and Dr. Leon Ofchus, educational psychologists in the College of Education at Wayne State University. Emphasis in the interviews will be partly on ability but mainly on personality traits conducive to successful teaching. The interviews will be conducted by Dr. Barahal, Dr. Ofchus, and project staff members.

The final phase of selection will be carried out by project staff members assisted by Dr. Carl Marberger, presently New Jersey Commissioner of Education; Dr. Marvin L. Greene, a former English teacher and now a regional assistant

superintendent in the Detroit Public Schools; Dr. Fred Martin, Special Assistant to the Superintendent, Detroit Public Schools; Judge Wade H. McCree, Jr., United States Court of Appeals; and Congressman John Conyers. Dr. Greene, Dr. Martin, Judge McCree, and Mr. Conyers are prominent members of the Detroit Negro community; their understanding of Negro young people will be extremely valuable at this point. The work in the final phase will consist of examining the dossiers of the applicants and personal interviews.

Special arrangements will be made to provide probationary admission in March, 1969 for the 40 candidates selected. At this time the students will be enrolled in a full-time non-credit program which will consist of a seminar in writing, a seminar in reading and literary interpretation skills, a seminar in oral language skills and a course in library and study skills. The 40 students will be divided into groups of 13, 13, and 14 for work in the seminars and will meet as a whole for the library and study skills section.

Instruction in the classes will be carried out by exceptional teachers of high school English, chosen especially for their abilities in the respective areas of the seminars. In addition, these teachers have all been successful in employing experimental, innovative techniques in teaching English to disadvantaged students. All have displayed creative imagination in their personal relationships with pupils, helping many to develop higher aspirations and healthier self images. This combination of academic skill and innovative attitudes toward teaching is an essential ingredient of this program designed to deal individually with each student enrolled. Classes will be scheduled in accordance with university patterns for credit earning courses. Counseling of the students will be handled by the instructional staff on a regular basis,

The dynamics of proposed instruction includes the use of contemporary films and cognizance of the impact of the mass media in urban life. Enrichment activities in drama and related acts will be coordinated with language skill acquisition activities.

The "natural resources" of the city of Detroit will be explored in instruction. In their study of language, in particular, students will go where the language is, observing, analyzing, and generalizing about actual usage in stores, churches, recreational parlors, community meetings, and schools. Field experiences, tours and small group visits within the city enviornment are within the scope of instructors' experience.

In addition, seniors in the undergraduate teacher training program who have completed their practice teaching in English and Speech will be assigned to tutor the project students on an individual basis and help them become acquainted with university life. From this relationship, teachers in the "regular" program should develop greater sensitivity for the problems of educating disadvantaged persons.

We will also draw heavily upon departmental experiences in conducting two NDEA Summer Institutes for Advanced Study of English for Culturally Disadvantaged Youth during the summers of 1965 and 1966. Dr. William Hoth, director of those institutes, will work in this project in the selection of candidates and the development of instruction.

This general organizational pattern will be followed through August 31, 1969. During these two university quarters, six educational leaders will address the group on various facets of the teaching profession. Our speakers will be Dr. Carl Marburger, Commissioner of Education, New Jersey State Department of Education; Dr. Marvin L. Greene, Assistant Regional Superintendent, Detroit Public Schools; Dr. Margaret Early, Professor of Education, Syracuse University; Dr. Francis A. J. Iaimi, Professor of Education, Teachers College, Columbia

University; Dr. Charles Calitri, Professor of Education, Hoffstra College; and Mr. Clarence Shelley, Counselor for Higher Education Opportunities Committee, and recently appointed as Assistant Dean of Student Personnel, and Assistant to the Chancellor, University of Illinois, Urbana Illinois.

During the second year which begins September 1, 1969 and runs through August 31, 1970, the students will be gradually phased into a regular pre-education liberal arts program carrying college credit as they individually come up to university standards for freshman courses. During this period of transition, the students will be enrolled in both regular university courses and supportive seminars and counseling sessions to the extent that individuals need such support. It is expected that a few of these students will be able to carry full credit earning university loads by the end of this year. As the needs of the students change, the organization and function of the seminars will change toward a greater emphasis on problems and techniques of teaching English so that these students will begin early to draw upon their own backgrounds for solving urban educational problems. This program, in other words, is not aimed at simply stamping the name of English teacher on 40 Negro men, but rather to develop 40 competent professional teachers of English capable of walking into any school, but especially the inner-city school, and getting the job done.

In the third year, which will run from September 1, 1970 through August 31, 1971, most of the students should be in the regular teacher training program, operating largely on their own with informal, friendly contacts maintained with staff.

The fourth and fifth years will run from September 1, 1971 through August 31, 1972; and September 1, 1972 through August 31, 1973 respectively. During these last two years, the students will complete the professional sequence of education course work which includes practice teaching in Detroit and suburban schools. On completion of the regular course of study, they will receive the Michigan Provisional Secondary Teaching Certificate along with either a Bachelor of Arts of Bachelor of Science degree.

Staff Needs

The staff will consist of a Director, an Associate Director, a Special Consultant in English Education, and four Teachers. The Director, Special Consultant, and one Teacher will be paid in accordance with their regular university salaries; the Associate Director and remaining Teachers will be paid in accordance with the teachers' salary scale in the Detroit Public Schools, extended to cover the summer. The Associate Director will be paid at the rate of an English Department Head after 5 years of service; 1 teacher will be paid at the rate of an English Department Head after 7 years of service; 1 teacher will be paid at the rate of an English teacher after 6 years of service; and 1 teacher will be paid at the rate of an English teacher after 4 years of service. The Detroit Public Schools will cooperate by loaning two experienced teachers for the first year of the project.

Other Financial Support

The Ludington News Company of Detroit has participated in a large scale project to improve the reading habits of high school pupils by establishing, in several inner-city schools, open libraries housing wide ranges of paperback reading materials. The program has been quite successful in improving reading habits. The Ludington News Company will provide such a library for use in this program.

Transfer of Federal Funding Obligations

At the present time, no arrangements have been made to transfer the Federal portion of funding to other sources, but with the rising concern in the State Legislature as well as in private sectors over the inability of disadvantaged persons to enter higher education, the director is confident that the successful operation of this project will facilitate the availability of state and private funds to implement such programs on a much larger scale.

Unique Elements of the Program

There is nothing new about the idea of offering supportive courses in college to perpare students to perform adequately in regular college work; it has been employed successfully in Southern Negro colleges for many years. The unique feature

of this program is that such an approach is to be employed in a major Northern university with the specific objective of producing large numbers of highly qualified teachers who can bring new insights to the problems of teaching in today's urban setting.

Based upon experience in training and placing thousands of teachers, the staff knows that grade point average at the time of admission is not a reliable indication of success in teaching. This program, then, will seek out capable men who may or may not have turned in impressive high school acedemic records, but who have been seen by counselors and teachers working closely with them to have the personal qualities that make for good teaching.

This program goes a step beyond such programs as HEOC and Upward Bound in that it will represent direct involvement of the College of Education in recruiting disadvantaged persons for training to enter the teaching profession. In the past the college waited for prospective teachers to come to us, but the evidence now clearly shows that they do not come to us in balanced numbers. And even with the advent of such programs as Upward Bound and HEOC, we can in all honesty expect slight impact upon our undergraduate teacher training program. Thus the need to go out and do our own recruiting, and to set up our own supportive courses will undoubtedly encourage other colleges and universities to institute similar programs.

Work Experiences in the Project

The students will receive a stipend of $2000 per year for the 4 to 5 years that they are in the program. This should enable them to concentrate their efforts full-time on their acedemic studies. In their junior year, they will begin observing and tutoring in Detroit and suburban schools as part of their regular course work. In the senior year, they will be placed in schools as practice teachers and will be supervised by experienced public school teacher and university supervisors. As practice teachers they will be required to take over the classes of regular teachers

and teach them on a regular basis for a period of 20 weeks.

Evaluation

An independent evaluation will be carried out by a panel of 5 educators and administrators from various universities and school systems. All of these persons are outstanding in their respective fields and together should form a panel highly competent to judge a project such as ours. Included on the panel will be Dr. Carl Marburger, Commissioner of Education, New Jersey State Department of Education; Dr. Margaret Early, Professor of Education, Syracuse University; Dr. Neil Postman, Professor of Education, New York University; Dr. Francis A.J. Ianni Professor of Education, Teachers College, Columbia University; and Miss Charlotte Brook Supervisor of English, Washington D.C. Public Schools.

Dissemination

One of our staff members has worked as a writer for The Detroit News, one of Detroit's two major newspapers, and as a public relations writer for Detroit's Anti-poverty program; two others are also published writers, so we expect to be producing a great deal of material for publication in local and national newspapers and magazines.

Resumes of Key Personnel

Complete resumes for each of the regular staff members have been appended to the back of the proposal. Project assignments are as follows:

Director: Dr. Samuel B. Stone, Associate Professor of Education, Wayne State University

Special Consultant: Dr. William Hoth, Professor of Education, Wayne State University

Associate Director: Mr. James Boyer, Instructor, Wayne State University

Teacher: Dr. Henry B. Maloney, Associate Professor of Education, Wayne State University

Teacher: Mr. Saul Bachner, English Department Head, Detroit Public Schools

Teacher: Mr. Stephen Chenault, English Teacher, Detroit Public Schools

Teacher: Mr. Edward Boyer, English Teacher, Detroit Public Schools

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Teacher: Mr. Edward Boyer, English Teacher, Detroit Public Schools

Resources and Facilities

The university is located in the immediate vicinity of the Detroit Art Museum, The Detroit Historical Museum, the Main Branch of the Detroit Public Library and the Horace H. Rackham Educational Center. While involved in regular study, these students will be particularly encouraged to take advantage of the cultural resources in the area, which also include Wayne University's Bonstelle Theatre and Hilberry Classic Theatre. Classes will be conducted in modern university classrooms, and students will have regular access to the university library and bookstore facilities. Students will be encouraged to participate in various extracurricular activities and generally involve themselves in campus activities.

Selection Procedures

Participants will be selected in a three stage process consisting of (1) identification and referral, (2) interview, and (3) final selection.

Stage 1 -- Identification and Referral

The program will be advertised throughout Detroit's inner-city schools via pamphlets and letters. Staff will rely, however, most heavily upon counselors, teachers, and guidance personnel employed by the agencies listed on page 21 for identification and referral of possible participants. These professional workers in contact with young persons on a regular basis are in a position to make valid assessments of character and potential abilities without resorting to past high school grades. Forty educationally and financially disadvantaged Negro men, many of whom may be veterans, will be selected and in a three stage process that will minimize the use of grade point averages and standardized achievement test scores as selection criteria. Emphasis will be placed upon such things as apparent sensitivity to human problems, expressions of creativity, verbal or otherwise, concern for developing ideas, with or without the language skills to express them clearly.

Each applicant will be asked to complete a standard application form and write a short autobiographical statement which will include his reasons for feeling that he could be successful in this program. A deadline will be set for receiving applications, after which, a personality and apptitude test will be administered to the applicants by a psychological tester from the Educational Psychology Department of Wayne's College of Education.

Stage 2 -- Interviews

All applicants will be interviewed by a panel made up of the instructional staff for the project, members of the English Education Department and consultants from the Educational Psychology Department in the College of Education at Wayne University. With the assistance of psychologist-consultants, the interviews will be structured to gain information about the applicants in such areas as financial need, apparent interest in teaching as an occupation, ability to relate well to others, apparent capacity and willingness to complete the program, and interest in ideas and feelings in literature or writing, in or out of school. Interviewers will make individual written evaluations for each applicant. A file will be made up for each applicant and will contain the interview evaluation, the original application, test scores, autobiographical statement, and any other documents given by the applicant that may prove helpful in the final selection.

Stage 3 -- Final Selection

The interviewing panel, along with 5 civic and educational leaders will meet as a committee and review the information gathered on each applicant, rating each one in terms of perceived likelihood of success in the program. Those 40 receiving the highest rating will be selected for the program. Serving on the Final Selection Committee will be Judge Wade H. McCree, Jr., U. S. Circuit Court; United States Congressman John Conyers; Dr. Marvin L. Greene, Assistant Regional Superintendent, Detroit Public Schools; Dr. Carl Marburger, Commissioner of

Education, New Jersey State Department of Education; Dr. Fred Martin, Special Assistant to the Superintendent, Detroit Public Schools.